

Syllabus

Course Overview



P-12 Conceptual Framework

Transcript

This course will help education leaders learn about policy and the policy-making process. Educators will learn the theoretical foundations of and practical information about education policy, and what they can do to influence policy at each level of government. You will evaluate how educational policies influence educational governance, school district environments, and learner achievement. You will also plan policy to improve how districts meet the needs and interests of students and the greater community, and practice strategies for getting policies adopted. Because the state government has become the most important policy maker for educators, this course will emphasize state government and its growing influence over the lives of educators and students.

In this course, you will examine a variety of political and policy issues, including:

- The influence of federal, state, and local governments in school policy making.
- School and community relations.
- Decentralization.
- School finance.
- Technology.

Using ePortfolio

While you have the ability to add any work that you choose from this course to demonstrate mastery of specialization outcomes, the following activities must be included in your ePortfolio:

- The Answer's Not Blowing in the Wind Case Study.
- Course Project: Policy Analysis Project.

Multimedia

- Click **P-12 Conceptual Framework** to view the multimedia presentation, which explains how your coursework aligns with the program's vision to support your personal and professional growth.

Alignment Between Course Competencies and ELCC Standard Elements

Course Competencies	ELCC Standard Elements
C1: Evaluate how educational policies influence educational governance, school district environments and learner achievement.	<p>3.3: Candidates understand and can promote district-level policies and procedures that protect the welfare and safety of students and staff across the district.</p> <p>5.4: Candidates understand and can evaluate the potential moral and legal consequences of decision making in the district.</p> <p>6.2: Candidates understand and can act to influence local, district, state, and national decisions affecting student learning in a district environment.</p>
C2: Plan policy to improve how district educational environments meet the needs and interests of students and the greater community.	<p>4.1: Candidates understand and can collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the district's educational environment.</p> <p>4.2: Candidates understand and can mobilize community resources by promoting understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources throughout the district.</p>

Course Competencies	ELCC Standard Elements
	<p>4.3: Candidates understand and can respond to community interests and needs by building and sustaining positive district relationships with families and caregivers.</p> <p>4.4: Candidates understand and can respond to community interests and needs by building and sustaining productive district relationships with community partners.</p> <p>6.1: Candidates understand and can advocate for district students, families, and caregivers.</p>
C3: Advocate for improvement of educational policy.	<p>3.3: Candidates understand and can promote district-level policies and procedures that protect the welfare and safety of students and staff across the district.</p> <p>6.2: Candidates understand and can act to influence local, district, state, and national decisions affecting student learning in a district environment.</p>

Course Competencies

(Read Only)

To successfully complete this course, you will be expected to:

- 1 Evaluate how educational policies influence educational governance, school district environments and learner achievement.
- 2 Plan policy to improve how district educational environments meet the needs and interests of students and the greater community.
- 3 Advocate for improvement of educational policy.
- 4 Communicate in a manner that is scholarly, professional, and consistent with expectations for members of the education professions.

Course Prerequisites

Prerequisite(s): This course requires access to a P–12 classroom and/or educational stakeholders in a P–12 school or district. PhD and EdS Leadership in Educational Administration learners must have completed ED7820. Cannot be fulfilled by transfer.

Syllabus >> Course Materials

Required

The materials listed below are required to complete the learning activities in this course.

Integrated Materials

Many of your required books are available via the VitalSource Bookshelf link in the courseroom, located in your Course Tools. Registered learners in a Resource Kit program can access these materials using the courseroom link on the Friday before the course start date. Some materials are available only in hard-copy format or by using an access code. For these materials, you will receive an email with further instructions for access. Visit the [Course Materials](#) page on Campus for more information.

Book

Fowler, F. C. (2013). *Policy studies for educational leaders: An introduction* (4th ed.). Boston, MA: Pearson. ISBN: 9780132678117.

Libby, P. (2012). *The lobbying strategy handbook: 10 steps to advancing any cause effectively*. Thousand Oaks, CA: Sage. ISBN: 9781412996167.

Library

The following required readings are provided in the Capella University Library or linked directly in this course. To find specific readings by journal or book title, use [Journal and Book Locator](#). Refer to the [Journal and Book Locator library guide](#) to learn how to use this tool.

- Atkinson, R. C., & Geiser, S. (2009). [Reflections on a century of college admissions tests](#). *Educational Researcher*, 38(9), 665–676.
- Bracey, G. W. (2009). [Our resegregated schools](#). *Phi Delta Kappan*, 90(9), 691–692.
- Jefferies, J. (2014). [Fear of deportation in high school: Implications for breaking the circle of silence surrounding migration status](#). *Journal of Latinos and Education*, 13(4), 278–295.
- Kamrath, B. (2015). [Power disconnections: A multiple case study of staff members and superintendents in small rural school districts with high superintendent turnover](#). *Journal of Ethnographic & Qualitative Research*, 10(2), 104–119.
- Kilfoye, C. (2013). [A voice from the past calls for classroom technology](#). *Phi Delta Kappan*, 94(7), 53–56.
- New, W. S., & Merry, M. S. (2014). [Is diversity necessary for educational justice?](#) *Educational Theory*, 64(3), 205–225.
- Robinson, C. C., & Clardy, P. (2011). [It ain't what you say, it's how you say it: Linguistic and cultural diversity in the classroom](#). *Journal of Cultural Diversity*, 18(3), 101–110.
- Stanulis, R. N., Cooper, K. S., Dear, B., Johnston, A. M., & Richard-Todd, R. R. (2016). [Teacher-led reforms have a big advantage—Teachers](#). *Phi Delta Kappan*, 97(7), 53–57.

External Resource

Please note that URLs change frequently. While the URLs were current when this course was designed, some may no longer be valid. If you cannot access a specific link, contact your instructor for an alternative URL. Permissions for the following links have been either granted or deemed appropriate for educational use at the time of course publication.

- Education Week. (2016). [Map: How per-pupil spending compares across U.S. school districts](http://www.edweek.org/ew/section/multimedia/map-how-per-pupil-spending-compares-across-us.html). Retrieved from <http://www.edweek.org/ew/section/multimedia/map-how-per-pupil-spending-compares-across-us.html>
- EPE Research Center. (2011). [National graduation rate rebounds: 1.2 million students still fail to earn diplomas](http://www.edweek.org/media/diplomascount2011_pressrelease.pdf). Retrieved from http://www.edweek.org/media/diplomascount2011_pressrelease.pdf
- National Center for Education Statistics. (2016). [Fast facts: Dropout rates](https://nces.ed.gov/fastfacts/display.asp?id=16). Retrieved from <https://nces.ed.gov/fastfacts/display.asp?id=16>
- National School Boards Association. (2012). [NSBA grassroots lobbying guide for school board members](http://members.nasbonline.org/GovernmentRelations/FederalAdvocacy/Documents/Recess%20Guide%202012%20FINAL.pdf). Retrieved from <http://members.nasbonline.org/GovernmentRelations/FederalAdvocacy/Documents/Recess%20Guide%202012%20FINAL.pdf>
- School Superintendent Association. (2014). [Advocacy toolkit](http://aasa.org/uploadedFiles/Resources/Toolkits/Advocacy/election_toolkit_full.pdf). Retrieved from http://aasa.org/uploadedFiles/Resources/Toolkits/Advocacy/election_toolkit_full.pdf
- U.S. Department of Education. (2015). [U.S. high school graduation rate hits new record high](http://www.ed.gov/news/press-releases/us-high-school-graduation-rate-hits-new-record-high). Retrieved from <http://www.ed.gov/news/press-releases/us-high-school-graduation-rate-hits-new-record-high>

Suggested

The following materials are recommended to provide you with a better understanding of the topics in this course. These materials are not required to complete the course, but they are aligned to course activities and assessments and are highly recommended for your use.

Optional

The following optional materials are offered to provide you with a better understanding of the topics in this course. These materials are not required to complete the course.

External Resource

Please note that URLs change frequently. While the URLs were current when this course was designed, some may no longer be valid. If you cannot access a specific link, contact your instructor for an alternative URL. Permissions for the following links have been either granted or deemed appropriate for educational use at the time of course publication.

- U.S. Department of Education. (n.d.). [Family Educational Rights and Privacy Act \(FERPA\)](https://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html) <https://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html>
- U.S. Department of Health & Human Services. (n.d.). [Summary of the HIPAA privacy rule](https://www.hhs.gov/hipaa/for-professionals/privacy/laws-regulations/index.html) <https://www.hhs.gov/hipaa/for-professionals/privacy/laws-regulations/index.html>

Projects

Project >> Policy Analysis

Project Overview

Public policy consists of statements of goals and determinations of how they should be achieved. It does not exist in one place only; rather, it is found in position statements, actions, laws and regulations made by government at all levels, from local school officials, city councils, state legislatures and regulating bodies, all the way up to the highest level of the federal government.

Throughout the course, you will be challenged with learning activities that ask you to evaluate how policies influence educational leaders, analyze how all educational policies are value-laden, and examine the policy-making process on a variety of levels. The course project brings together your knowledge and comprehension of the politics of policy making in the arena of education. Successful completion of this project will also mark your achievement of the course competencies, by being able to apply theory to address an educational issue or problem.

The course project requires you to conduct a thorough policy analysis of a current educational policy at the school board level. You may select any local or state educational policy that interests you. Please note that the Every Student Succeeds Act is a federal policy; therefore, it is outside the scope of this project. If you are unsure about the jurisdiction level of your policy, you should discuss it with your instructor as soon as possible.

To begin this project, select a school board policy that affects the work environment in your school district and also lends itself well to policy analysis and evaluation. Select a topic that you can analyze through peer-reviewed articles and policy texts from experts in the field. Once you have a policy selected and approved, you will use appropriate research methods such as gathering primary data through a personal interview with a superintendent or administrator, course readings, and independent research to assemble a thorough literature review on the issue.

You should begin your literature review as soon as your selected topic is approved by your instructor. This project will be designed in consultation with your course instructor; there are also major deliverables throughout the course to help you with time management and for opportunities to receive feedback from your instructor and peers.

Sections of Your Policy Analysis project

Your project should contain the following sections:

- **Title Page**
 - Include pertinent identifying information such as name, date, name of project, course number and name, and instructor name. Follow Capella's suggested format for title pages on course papers, found on [APA Guide: Title Page](#).
- **Abstract**
 - This will typically be done once the project has been completed. Review the abstract portion of the [APA Guide](#) to see what is included in this section and the maximum word count.
- **Table of Contents**
- **Introduction**
 - Set the stage for your policy analysis by providing a brief and concise introduction. The goal is to provide the reader with an understanding of what will be examined in the paper. Do not include information from the background in this section. Note that there should not be heading on the introduction.
- **Background**
 - Describe the particular school board policy.
 - Identify factors that may have influenced adoption of the policy.
 - Evaluate how it has been implemented in your school and district.
 - Trace the origins, historical context, rationale, and evolution of the policy.
 - Identify the *policy actors*. For an operational definition of how this term is used in this context, see the glossary in Fowler's 2013 text, *Policy Studies for Educational Leaders: An Introduction*.
 - Provide an explanation of the process, ideology, and how these factors affect educational leaders.
 - Explain how the policy affects the educational leaders in terms of factors, such as economy, culture, diversity, and ethics.
 - Include a summary of the interview you conducted with a superintendent or administrator and relate it to your policy analysis.
- **Policy Evaluation Report and Recommendations**
 - Prepare an evaluation report using the Fowler process. Refer to the Fowler text, page 281.
 - Recommend changes to the policy so it meets local, state, and federal requirements; doing so will make it more successful in your school, district, or curricular program. Explain how your recommendations balance the needs of the community and learners.
 - Explain the advocacy and coalition-building efforts you will use to ensure successful implementation of the changes to your policy.
- **Conclusion**
 - Summarize and highlight the major points of your paper succinctly.
 - Include a personal reflection on the process, implementation, and improvement of the policy.
- **References**
 - You should have a reference list that aligns with the citations that have been included in the paper.
- **Appendix**
 - A letter to your state legislator advocating recommendations for changes to the policy.
- **Tables**, as needed.
- **Written communication:** Written communication is free of errors that detract from the overall message.
- **APA formatting:** Resources and citations are formatted according to [APA style and formatting](#).
- **Number of resources:** Minimum of 10 peer-reviewed resources or books from experts on the topic.
- **Length of paper:** A total of 20–25 typed, double-spaced pages.
- **Font and font size:** Times New Roman, 12-point.

Project Components

Activity	Grade Weight (%)
u03a1 - Interviewing a Superintendent	9
u04a1 - Policy Selection	9
u07a1 - Evaluation Report and Recommendations	9

Activity	Grade Weight (%)
u10a1 - Policy Analysis	25
u10a2 - ePortfolio Check	3

Unit 1 >> Policy Definition, Communication, and Influence

Introduction



Figure of The Change Process Model in Action

 [Transcript](#)

This unit discusses how power is used in school organizations to define and influence school policies. A school leader's day is consumed with the policies of how to operate a school. Policy is provided from the local, state, and federal level in a broad framework of legislative laws aimed to improve education. That framework is then implemented at the district and school level. School boards, administrators, and teachers are charged with filling in the details and defining the new policies.

Multimedia

- Click **Figure of The Change Process Model in Action** to view the multimedia and begin to gain an understanding the educational policy-making process.

Course Resources

[Figure of The Change Process Model in Action](#)

Learning Activities

u01s1 - Studies

Readings

Use your Fowler text to complete the following:

- Read Chapter 1, "Policy—What It Is and Where It Comes From," pages 2–21. This chapter will examine why it is important to study policy, define the term, and explore the transformation of the policy environment in the field of education.
- Read Chapter 2, "Power and Education Policy," pages 22–45. This chapter explores how power impacts educational policy by defining the term, examining models of power, and ethical issues associated with the concept of power.

Multimedia

- View [Fowler's Basic Steps](#), a presentation on the 7-step policy analysis. This information will be useful in your course project.

Research: Obtain a School District Policy Book

To complete the first discussion in this unit, and for subsequent coursework, you will need to obtain a copy of a school district policy book. If you are currently employed with a school district, it is recommended that you use your district's policy book. Or you may conduct a search using Google and then use a district policy book from the search results yielded. Entering the key words *school board policy manual* seems to bring up the most matches.

Note: For the unit discussion, using the policy book from any school district will suffice. However, it is worth noting that, if you take time to locate your school district's policy book, you will save yourself some time to do this for the upcoming assignment in Unit 2, Analyzing School Board Policies.

A copy of a school district's policy book is usually available in the school library or the school board central office. The school board policy book is public record; if you call the school board office they should, if not obligated to, inform you on how you can find a copy. Additionally, the majority of school districts will have the school board policy book available on the Internet: you may save yourself time and search online first.

Course Resources

Fowler's Basic Steps

u01s2 - Project Preparation: Policy Analysis Paper

To maximize your success in demonstrating your mastery of policy analysis, the first step is to understand the course project. In a nutshell, you are to take a local or state educational policy and apply the Fowler guidelines for evaluating a policy. Once you conduct a thorough analysis and evaluation of the policy, prepare recommendations for improving the policy.

Take some time this week to read the Policy Analysis course project description so that you can understand all of the components involved and start to get organized for the first few activities.

u01s3 - Preparation: Interviewing a Superintendent

In Unit 3, you are required to submit a summary of an interview you have conducted with a superintendent or assistant superintendent; if you find it impossible to interview people in either of those positions you can interview an administrator.

You should begin to take steps as soon as possible to prepare for this assignment. Start by reading the instructions for the Unit 3 assignment, Interviewing a Superintendent.

In preparation for the interview, look through your list of professional contacts to identify potential interviewees or individuals who are able to connect you to an appropriate person. Here are some helpful tips for making this activity flow smoothly as well as allow for more thoughtful responses from your interviewee:

- Review the description for this activity in Unit 3. Since a brief summary of this interview is to be included in your course project, a review of the project will help you to understand how this assignment fits into the larger project.
- Send a brief but informative introduction e-mail to your professional contacts; the sooner you start reaching out, the more successful you will be in scheduling a face-to-face meeting. Remember that you are dealing with very busy individuals! In that e-mail, you may want to include the top three areas or policies that you are considering for your course project.
- Schedule your interview as soon as possible to ensure enough time for you to write up your summary. A face-to-face meeting would be the best communication format; however, if there are time and distance constraints, you may also conduct your interview via phone, e-mail, and other forms of technology.
- Draft your interview questions and e-mail them to your interviewee one week prior to your meeting to ensure that the interviewee has sufficient time to prepare. Specifically ask your interviewee to review your questions and reflect and provide examples and resources for further research, if possible.

If you have questions or need assistance with completing this activity, contact your instructor as soon as possible.

u01s4 - Your Online ePortfolio

Online ePortfolios serve two key purposes: 1) to support learning and reflection, and 2) to be used as a showcase tool. Your learning journey can be documented, and ePortfolios contribute to lifelong learning and growth through reflection and sharing. Online ePortfolios can also be shared with employers and peers to present artifacts that demonstrate your accomplishments at Capella.

Using ePortfolio to Prepare for Your Capstone

Your program may culminate in a capstone course. At that time you may be required to show evidence of your learning throughout the program by referring to multiple assessments that you have created. You will be telling a story about your learning throughout the program using artifacts you have collected during many of these courses.

Using ePortfolio to Build Your Career

As you are preparing to tell your story in the professional world, leverage your ePortfolio artifacts to demonstrate the knowledge and competencies you have gained through your program in professional conversations, performance reviews, and interviews.

To do that, reflect on the knowledge and skills you have gained from your courses and the elements you have put in your ePortfolio, along with how you have already applied these things to your professional life or how you might apply them in the future.

Next, create your story or talking points to tell your professional story.

Saving Your Documents to ePortfolio

You will need a place to store your documents in an organized fashion so that you can access them at a later date. Do not rely on the courseroom for storage as you will lose access to the courseroom after you have completed the course. Capella uses a cloud-based portfolio platform to facilitate your organization of the artifacts you create throughout your program.

To make an online portfolio useful, it is essential that it is organized clearly and that important files of any format are accessible. Read the [Online ePortfolio Guidelines \[PDF\]](#) to ensure you set up your online portfolio correctly. For more information on ePortfolio visit the Campus [ePortfolio](#) page.

Privacy Statement

Capella complies with privacy laws designed to protect the privacy of personal information. While you may voluntarily share your own information publicly, you are obligated to protect the personal information of others that may be associated with your academic or professional development. Before sharing information and material in any ePortfolio that is set up to be shared externally to your program at Capella, please consider privacy obligations in relation to protected populations who may be included or referenced in your academic or clinical work. Refer to the [Family Educational Rights and Privacy Act \(FERPA\)](#) and/or the [Health Insurance Portability and Accountability Act \(HIPAA\)](#) if you have specific questions or concerns about your choices.

u01d1 - Conflict and Communication

To complete this discussion, you will need to obtain a copy of a school district policy book as outlined in this unit's first study.

Fowler discusses how a policy is adopted on the local, state, and federal levels. Using the school district policy book you obtained, prepare a post that responds to the following:

1. What areas does the school board oversee?
2. How many board meetings does it take to adopt a policy?
3. Where are the school policy books located?
4. What qualifications are needed to be a school board member? If this information is not in the board book, ask central office or research it on the Internet. Do you believe the qualifications are adequate for the position?

Response Guidelines

Read the posts of your peers and respond to at least two by comparing their observations with your own—try to choose those that have had fewest responses thus far. Address similarities and differences and discuss their significance, supporting your assertions with appropriately cited references.

Your response post should always reflect critical and scholarly thinking, be supported with examples from your course readings and independent research, and be properly cited. Personal and professional examples are appropriate if they serve to augment and deepen the meaning and understanding of the concepts and issues being discussed.

Course Resources

u01d2 - Application of Power to Influence Policy

Recall a situation at your workplace, whether previous or current, involving policy making, and then prepare a post on how the power play unfolded. Provide a post that includes the following points:

- A brief description of the context of the situation and the policy or policies involved.
- A description of the policy actors; you could include information such as their agendas, motivations, and ideals.
- A description of how the situation unfolded. Be sure to include how the policy actors were able to apply their power to influence policy, the strategies used, the alliances created, et cetera.

Lastly, include a paragraph sharing your own opinions on the appropriateness of how the power actors used their power to influence policy and manage the policy-making process. Which one of the policy actors do you most identify with and why?

Depending on the situation being described, you may use pseudonyms to protect privacy and confidentiality.

Response Guidelines

After you have read the posts from your peers, prepare a response to at least two—try to choose those that have had fewest responses thus far. What were the similarities and differences that you found between your own post and that of your peer? Would you disagree with their opinion regarding the appropriateness of how power was exerted to influence the policy?

Your response post should always reflect critical and scholarly thinking, be supported with examples from your course readings and independent research, and be properly cited. Personal and professional examples are appropriate if they serve to augment and deepen the meaning and understanding of the concept or issues being discussed.

Course Resources

Graduate Discussion Participation Scoring Guide

Unit 2 >> The Influence of the Economy and Local, State, and Federal Governments on Policy

Introduction

This unit examines how the economy, demographics, and different levels of government shape policy development. Each level of government—federal, state, and local—plays an important role in the development of educational policy. These levels of government must respond to economic and demographic changes in order to create effective policies. To effectively implement a new policy, an administrator must be able to analyze the policy and the conditions that affect it. This unit presents ideas that will help you learn this process.

Learning Activities

u02s1 - Studies

Readings

Use your Fowler text to complete the following:

- Read Chapter 3, "The Economy and Demographics," pages 46–66. This chapter analyzes the policy, economic, and the demographic environments.
- Read Chapter 4, "The Political System and Political Culture," pages 67–90. This chapter explores the political system in the United States, the political culture, and the implication of this type of system for educational leaders.

Research: Your School District's Per-Pupil Expenditure

To prepare for the second discussion in this unit, use the Internet or contact your assistant superintendent, finance officer, or superintendent to find your district's per-pupil expenditure and compare it to that in the rest of your county, the rest of your state, and the nation as a whole. An excellent resource for this research can be found in the interactive resource, [Map: How Per-Pupil Spending Compares Across U.S. School Districts](#). The figures provided from 2016 will be adequate for this discussion.

Assignment Preparation

Spend at least an hour or so this week preparing for these upcoming assignments so that you will be able to maximize your achievement of the assignment objectives:

- Continue to prepare for the Unit 3 assignment, Interviewing a Superintendent, as outlined in the third study activity in Unit 1.
- The Unit 4 assignment, Policy Selection, will be the second assignment in your course project. It is recommended that you take time now to read the assignment and begin to research and think about answers to the questions it poses.

u02a1 - Analyzing a School Board Policy

Note: You will need to begin preliminary work on this assignment before beginning the first discussion question in this unit.

This assignment has two goals:

- To exercise your skills in policy analysis.
- To help you begin your exploration of possible policies for your course project.

It would be advantageous if the policy you choose for this assignment is also the policy you analyze for your course project. This will ensure that you will have a head start on three areas of your course project: defining the policy, tracing the origin and historical context, and identifying the policy actors.

To complete this assignment, you will need to locate your school board policy book, as described in the first study of Unit 1. If you cannot find your school board policy book, you may use a school state law for this assignment; since the school board policy book is aligned to all state laws, this will help you to locate laws as well.

Choose one policy from the school board policy book that has been implemented in your school district that you feel could be improved in some way. Prepare a short paper that explains the following for the policy or law you selected:

- Describe the presumptive goals or purposes of the policy.
 - See your Fowler text, pages 282–283.
- Describe indicators for the policy.
 - See your Fowler text, pages 288 and 289 for explanation of indicators.
- Analyze who the actors are relative to the policy.
 - See the index in the Fowler text for policy actors.
- Describe the historical context of the policy. Why was the policy implemented in the first place?
- Make recommendations to improve the policy and detail your reasons for them.

Submission Requirements

- **Written communication:** Write coherently to support central ideas, with correct grammar, usage, and mechanics.
- **Length of paper:** 2–3 typed, double-spaced pages.
- **APA formatting:** Follow current APA guidelines for style and formatting, as well as for citing your resources in the body of your paper and on the reference page.
- **Font and font size:** Times New Roman, 12 point.

SafeAssign Submission Requirements

You are required to submit a draft of your assignment to SafeAssign prior to submitting it for grading. Submit your work as a draft to check for any necessary edits. To learn about using SafeAssign, refer to the SafeAssign resources on Campus.

- Once the assignment is finalized and all edits have been made, submit the final version to your instructor for grading using the following file naming format: Your_Name_AssignmentNumber_Assignment_Title (example: Ima_Learner_u03a1_Policy_Description).

- Verify you have reviewed your SafeAssign draft report by providing the following comment in the assignment area: "I verify that I have reviewed the SafeAssign draft report for this assignment and this work meets academic honesty expectations."

Note: Your instructor may also use the Writing Feedback Tool to provide feedback on your writing. In the tool, click the linked resources for helpful writing information.

Course Resources

[Capella Writing Center](#)

[APA Style and Format](#)

[SafeAssign](#)

[Writing Feedback Tool](#)

u02d1 - Board Policy

Before you start on this discussion, you should have started working on your assignment for this unit. Prepare a post that discusses how the policy from the school board policy book that you located for this assignment should be improved. Please be sure to include your rationale for improving it and outline the changes you would make. Remember to also include a copy of the policy in your post so that your fellow learners can understand your stance.

Response Guidelines

Read the posts of your fellow learners and prepare a response to at least two other learners—try to choose those that have had fewest responses thus far. Pose follow-up questions to the reasons provided for improving or not improving the policy being discussed.

Your responses to other learners are expected to be substantive in nature and reference the assigned readings, as well as other theoretical, empirical, or professional literature to support your views and writings.

Course Resources

[Graduate Discussion Participation Scoring Guide](#)

[APA Style and Format](#)

u02d2 - Equitable Distribution

After researching your district's per-pupil expenditure and comparing it to other districts in your state and the nation as a whole, answer the following:

- How do demographic and economic trends in your area compare to those of your state as a whole?
- How do they compare to the nation as a whole?
- Do you feel there is an equitable distribution of money and resources in your school or district? Why or why not?

Response Guidelines

If possible, use the following guidelines to create your responses. Respond to at least two other learners—try to choose those that have had fewest responses thus far. Your responses to other learners are expected to be substantive in nature and reference the assigned readings, as well as other theoretical, empirical, or professional literature to support your views and writings.

- How did their post influence your thinking?
- Compare and contrast your post with that of your peers. What questions are left to be asked about the demographic and economic trend in that learner's geographical area?

- How did their post aid in your understanding of the funding system?
- How does your district's per-pupil expenditure compare to others in the state? How does it compare to the rest of the country? Does the comparison surprise you?

Course Resources

Graduate Discussion Participation Scoring Guide

[Map: How Per-Pupil Spending Compares Across U.S. School Districts.](#)

Unit 3 >> Values and Ideology

Introduction

This unit examines how values and political ideology influence organizations.

The values of individuals and groups influence the development of policy. The political climate of the nation is constantly changing. Educators have found themselves involved in areas that deal with ideology and values. These values have fostered educational policy issues such as school choice, charter schools, school prayer, outcome-based education, Bible study, and many others originating from all points of the political spectrum. School administrators must effectively deal with ideological conflicts by first recognizing their own ideological positions and then clearly identifying and understanding different perspectives. A school leader must also realize that ideological disagreements are often at the root of a conflict. The beliefs of an individual or a group are expressed in policies that school leaders must implement in their schools.

When administrators recognize conflicts and try to understand them, they might be able to avoid conflicts. In some cases, administrators do not recognize their own ideologies and consequently cause communication problems. Administrators who ignore questions of values and ideologies often find themselves in a poor position to implement and maintain policies. To be successful, administrators must realize their own ideologies and be able to understand other views as well.

Learning Activities

u03s1 - Studies



[Case Study: Alternative Calendar Policy Issues](#)

 [Transcript](#)

Readings

Use your Fowler text to complete the following:

- Read Chapter 5, "Values and Ideology," pages 91–121. This chapter examines the values (self-interest, general social, democratic, and economic) and major ideologies (conservatism, liberalism, and other) that impacts policy development in education.

Use the Capella Library to complete the following:

- Read Atkinson and Geiser's 2009 article, "[Reflections on a Century of College Admissions Tests](#)," from *Educational Research*, volume 38, issue 9, pages 665–676. You will use this article to respond to the second discussion in this unit.

Multimedia

- Click **Case Study: Alternative Calendar Policy Issues** to view the video about a school board meeting between parents, the superintendent, and board members. The school board of this particular district is considering an alternative calendar, or what is commonly referred to as year-round schooling. After you view this video, you will prepare a post that responds to the questions found in the second discussion of this unit. It will help you to take better notes if you read the discussion instructions before viewing the video case study.

Assignment Preparation

Reminder: The Policy Selection assignment will be due in Week 4. It is recommended that you continue to research and think about answers to the questions it poses, so that you will be able to maximize your achievement of the assignment objectives.

Course Resources

Case Study: Alternative Calendar Policy Issues

u03a1 - Interviewing a Superintendent

Interview the superintendent or assistant superintendent in your district. If this is not possible, interview an administrator as high in your district's organizational structure as you can. Do not interview your direct supervisor. In the interview ask him or her to:

- Describe a change in school board policy that impacted governance and administrative systems of the school district and assess the results.
 - **Note:** It would be most advantageous to ask the interviewee to focus on the policy you intend to choose for your project; however, if this subject is too sensitive, let the respondent choose another policy to discuss.
- Analyze how they were influenced by the policy. Do they support it? Do they think it will benefit the district and your school? In what ways?
- Describe their viewpoints on who were the main policy actors behind the adoption of the policy and their reasons, which may include values, morals, ethics, funding considerations, et cetera.
- Describe their experiences and observations on how to navigate and leverage the systems, stakeholders, organizations, and other factors involved with policy making.
- Assess how and why you agree or disagree with points made by your interviewee.

Write the answers your interviewee gave to your questions; then, independently gather information about the policy and its results. Be sure to discuss whether you believe the policy will benefit your district, and why or why not.

Submission Requirements

- **Written communication:** Write coherently to support central ideas, with correct grammar, usage, and mechanics.
- **Length of paper:** 2–3 typed, double-spaced pages.
- **APA formatting:** Follow APA guidelines for style and formatting, as well as for citing your resources in the body of your paper and on the reference page.
- **Font and font size:** Times New Roman, 12 point.

SafeAssign Submission Requirements

You are required to submit a draft of your assignment to SafeAssign prior to submitting it for grading. Submit your work as a draft to check for any necessary edits. To learn about using SafeAssign, refer to the SafeAssign resources on Campus.

- Once the assignment is finalized and all edits have been made, submit the final version to your instructor for grading using the following file naming format: Your_Name_AssignmentNumber_Assignment_Title (example: Ima_Learner_u03a1_Policy_Description).
- Verify you have reviewed your SafeAssign draft report by providing the following comment in the assignment area: "I verify that I have reviewed the SafeAssign draft report for this assignment and this work meets academic honesty expectations."

Note: Your instructor may also use the Writing Feedback Tool to provide feedback on your writing. In the tool, click the linked resources for helpful writing information.

Course Resources

[Capella Writing Center](#)

[APA Style and Format](#)

[SafeAssign](#)

[Writing Feedback Tool](#)

u03d1 - Values and Ideology

Review the Atkinson and Geiser 2009 article, "Reflections on a Century of College Admissions Tests." Analyze the value of standards-based curriculum in K–12 schools and how political ideology can influence the teaching of that curriculum. How do you view the conflict of state and federal standards and teaching? What values are they achieving in a high SAT or ACT score?

Response Guidelines

Respond to at least two other peers—try to choose those that have had fewest responses thus far. Your responses to other peers are expected to be substantive in nature and reference the assigned readings, as well as other theoretical, empirical, or professional literature to support your views and writings.

If possible, use the following guidelines to create your responses. Direct a response toward someone who selected at least one standard different from your own.

- How did their post influence your thinking?
- What suggestions can you make to strengthen their post?
- Compare and contrast your post.
- How did their post aid in your understanding of the issue or policy?

Course Resources

Graduate Discussion Participation Scoring Guide

[APA Style and Format](#)

[Reflections on a Century of College Admissions Tests](#)

u03d2 - Case Study: Alternative Calendar Policy Issues

To participate in this discussion activity, review the Case Study: Alternative Calendar Policy Issues multimedia piece, linked in the Resources. As you saw and heard in the video, angry parents came to express surprise and opposition to the idea of switching to a year-round school calendar. John Anderson, the superintendent in this case study, must address the issues aired by the parents and teacher. Prepare a post that includes the following:

- Analyze the ideologies and values of the board meeting participants.
- Imagine that you are John Anderson. Write a memo to the school board members outlining your thoughts on how to move the proposal forward and yet effectively address the issues aired by the parents and teachers. Identify the areas or actions that you would do differently and justify your response.

Response Guidelines

Review the posts of other learners and respond to at least two—try to choose those that have had fewest responses thus far. As you respond, consider the following questions:

- How well does the learner consider the facts and information in the case?
- Are there additional pieces of information the learner should consider?
- Did you come to similar conclusions in your initial post? Any differences?

Your response post should always reflect critical and scholarly thinking, be supported with examples from your course readings and independent research, and be properly cited. Personal and professional examples are appropriate if they serve to augment and deepen the meaning and understanding of the concepts or issues being discussed.

Course Resources

Graduate Discussion Participation Scoring Guide

[Case Study: Alternative Calendar Policy Issues](#) | [Transcript](#)

Unit 4 >> Policy: Who Makes It and How It Is Defined

Introduction

This unit examines the roles of policy makers to pinpoint how each actor can develop, plan, and guide the ideas that will become laws, regulations and other forms of policy. All policy actors play different roles in implementing policy; however, to understand and work effectively with policy development, you must know the actors. Policy can originate from a variety of sources. These include, but are not limited to:

- Legislators as a group or individuals.
- Chief school officers.
- Education interest groups.
- Teachers' organizations.
- Governor and executive staff.
- Legislative staff.
- State Board of Education.
- School Board Association.
- Administrators' associations.
- Courts.
- Federal government.
- Groups not associated with educational institutions.
- Education research organizations.

Learning Activities

u04s1 - Studies

Readings

Use your Fowler text to complete the following:

- Read Chapter 6, "The Major Education Policy Actors," pages 123–147. This chapter explores the policy actors, both government and non-government, that impact educational policy development.
- Read Chapter 7, "Setting the Stage and Getting on It: Issue Definition and Agenda Setting," pages 148–172. This chapter examines the perceptions and reality of the policy development process including the policy agenda.

Use the Capella Library to complete the following:

- Read Kamrath's 2015 article, "[Power Disconnections: A Multiple Case Study of Staff Members And Superintendents in Small Rural School Districts with High Superintendent Turnover](#)," from *Journal of Ethnographic & Qualitative Research*, volume 10, issue 2, pages 104–119.

u04a1 - Policy Selection

This assignment is the next part of your course project. In it, you will continue to analyze and evaluate a school board policy that is of interest to you. It is recommended that you continue with the policy you selected for the Unit 2 assignment, Analyzing School Board Policies, but you may select a new policy at this time if you prefer.

Instructions

Prepare a written description of the educational policy issue that you will analyze in your course project. Your description should include the following information:

- Identify the educational policy issue. Remember, your topic should be a school board policy that is of interest to you. Federal policies are not appropriate for this assignment.
- Describe briefly how the educational policy relates to the course project objectives. Include preliminary assessments of each of the following:
 - What political issues or laws underlie the policy?
 - How does the policy influence educational leaders?
 - What underlying values may have influenced the policy?
 - What governance theories and models might this policy be based on? Explain how they may apply.
 - **Note:** Your instructor does not expect definitive answers for these questions at this time, but you should be able to offer inferences based on preliminary research on your topic.
- Summarize any additional information you have found on the educational policy issue; for example, the historical roots and policy actors.
- Identify the areas you intend to conduct more research on. What resources or references will you consult?
- Provide a status update on your progress toward your final project. Do you feel you need assistance from your instructor? If you do, identify the assistance needed.

Submission Requirements

- **Written communication:** Write coherently to support central ideas, with correct grammar, usage, and mechanics.
- **Length of paper:** 2–3 typed, double-spaced pages.
- **APA formatting:** Follow APA guidelines for style and formatting, as well as for citing your resources in the body of your paper and on the reference page.
- **Font and font size:** Times New Roman, 12 point.

SafeAssign Submission Requirements

You are required to submit a draft of your assignment to SafeAssign prior to submitting it for grading. Submit your work as a draft to check for any necessary edits. To learn about using SafeAssign, refer to the SafeAssign resources on Campus.

- Once the assignment is finalized and all edits have been made, submit the final version to your instructor for grading using the following file naming format: Your_Name_AssignmentNumber_Assignment_Title (example: Ima_Learner_u03a1_Policy_Description).
- Verify you have reviewed your SafeAssign draft report by providing the following comment in the assignment area: "I verify that I have reviewed the SafeAssign draft report for this assignment and this work meets academic honesty expectations."

Note: Your instructor may also use the Writing Feedback Tool to provide feedback on your writing. In the tool, click the linked resources for helpful writing information.

Course Resources

[Capella Writing Center](#)

[APA Style and Format](#)

[SafeAssign](#)

[Writing Feedback Tool](#)

According to the Kamrath (2015), "the primary actors are the school board members and the superintendent." How could the secondary actors, such as community, staff, or others, make it difficult for the superintendent to provide stability for their school districts?

Reference

Kamrath, B. (2015). Power disconnections: A multiple case study of staff members and superintendents in small rural school districts with high superintendent turnover. *Journal of Ethnographic & Qualitative Research*, 10(2), 104–119.

Response Guidelines

Read the posts from your peers and respond to at least two by comparing their observations with your own. Try to choose those that have had fewest responses thus far. Address similarities and differences and discuss its significance, supporting your assertions with appropriately cited references.

Course Resources

Graduate Discussion Participation Scoring Guide

[APA Style and Format](#)

[Power Disconnections](#)

u04d2 - Political Agenda

On page 171 of the Fowler text, you will find a graphic, Figure 7.10: Ways to Attract Attention to a Policy Issue. This graphic lists strategies for attracting attention to an issue. Select an issue in your district that could benefit from more visibility. If you have had real-life experience with this kind of work, whether it was effective or not, you may also use that experience as the basis of your post.

Using Fowler's strategies, prepare a post that describes in detail your political agenda for increasing visibility to this issue. Be creative, yet realistic. Include such things as the activities, resources, people, organizations, events, venues, and so forth that you would leverage to accomplish your goal.

If you are writing about a past experience, discuss how your outcome could have been enhanced, accomplished, or made more effective now that you have Fowler's list.

Response Guidelines

Review the posts of your peers and respond to at least two posts—try to choose those that have had fewest responses thus far. Address specific points your peers made about the political agenda and how well it reflects the ideas found in the Fowler text. Provide additional ideas to your peers to strengthen their political agenda. Along the same lines, ask probing questions to help your peers see weaknesses or areas of vulnerability and turmoil.

Of course, if you see a particularly brilliant idea, be sure to point that out—your fellow learner will appreciate this positive feedback.

Course Resources

Graduate Discussion Participation Scoring Guide

Unit 5 >> Policy: Formulation and Examination

Introduction

This unit presents the policy-analysis process in detail and how funding impacts policy implementation. School administrators should have knowledge of policy development, its formulation and adoption, and the actors who make policies. They should also be able to analyze policies and examine them in

detail. These analyses allow them to predict the success of the policies and who will support or oppose them, as well as the costs of implementing the policies.

Superintendents and principals should be key actors in analyzing policies, because they have to implement them at the district and school levels. If they do not understand how to analyze policies, this could cause them to adopt rigid implementation frameworks, thus limiting their creativity and flexibility.

Learning Activities

u05s1 - Studies



[The Answer's Not Blowing in the Wind Case Study.](#)

 [Transcript](#)

Readings

Use your Fowler text to complete the following:

- Read Chapter 8, "Getting the Words and the Money: Policy Formulation and Policy Adoption," pages 173–211. This chapter discusses policy formulation and adoption in legislatures, administrative agencies, and the courts.

Use your Libby text to complete the following:

- Read Chapter 1, "Lobbying and Advocacy," pages 5–19.
- Read Chapter 4, "Making Law," pages 53–102.

Multimedia

- Click **The Answer's Not Blowing in the Wind Case Study** to view the interactive multimedia. In this scenario, a newly appointed superintendent must deal with issues and work to be a leader who is both a group collaborator and a consensus builder in times of contention. You will use information from this case study to write a paper that responds to the questions in this unit's assignment; you may find it helpful to review the assignment description and scoring guide before viewing the case study. While viewing the case study, you may find it advantageous to take thorough notes to give you an advantage before starting work on your assignment.

Course Resources

The Answer's Not Blowing in the Wind Case Study

u05a1 - The Answer's Not Blowing in the Wind

In this case, a newly appointed superintendent was hired because he demonstrated that he was intelligent, confident, experienced, and even-keeled. These attributes were the opposite of the previous superintendent who was highly volatile. While the new superintendent's attributes were initially a plus, they have turned into a negative. Board and community members feel that he prefers to work alone instead of working as a "group collaborator and community consensus builder and leader" (Wilmore, 2008). View The Answer's Not Blowing in the Wind Case Study multimedia and read the case study, both linked in the Resources section. Then, respond to the following in your assignment:

- **Section 1—Collaborate with Families and Other Community Members:** While the superintendent has joined various organizations, he has not been actively involved in collaborating with any organizations in the community. Describe how the superintendent should move from being merely a member of these organizations and begin to actively collaborate with the members of these organizations to develop relationships that he has not pursued in the past. In your response, be sure to consider the following: families, business, religious, political, and service organizations as well as higher education institutions and the media, health, social, and other services. (ELCC 4.1)
- **Section 2—Respond to Community Interests and Needs:** Because of the perceptions of some of the board and community members, the superintendent has decided that it is in the best interest of his district to make some changes to strengthen community relations. How should the superintendent become more involved within the community, especially with individuals and groups that may have conflicting perspectives or hold a

grudge because of the superintendent's previous behavior? What steps should the superintendent take to provide leadership to special needs programs? How can the superintendent capitalize on the diversity of the school community to improve school programs and meet the diverse needs of all students within the district? (ELCC 4.2)

- **Section 3—Mobilize Community Resources:** How can the superintendent work with and use school and community resources, as well as social service agencies, to support student achievement, solve school problems, and achieve the goals of the school district? (ELCC4.3)
- **Reflection:** Reflect on what you have learned from completing this case study. How will that learning guide your professional practice?

Note: The questions in the "Reflective Practice: Pause and Think" section of the case study will not be included in the paper that you write for this assignment. However, you may use the questions to guide your thoughts for developing the case study analysis.

Organize your case study in the following manner:

- On the title page, include pertinent identifying information including your name, the date, name of project, course number and name, and instructor name. Use APA Guide: The Title Page, linked in the Resources, to view Capella's suggested format for title pages on course papers.
- Provide a brief synopsis of the case to set the tone for the reader.
- Use the section titles as headers for your paper.
- Include a reference section that incorporates at least three peer-reviewed sources to support your discussion.

This assessment is aligned to the following ELCC standards: 4.1, 4.2, and 4.3.

Be sure to read the scoring guide to understand how you will be evaluated on this assignment.

Submission Requirements

- **Written communication:** Write coherently to support central ideas, with correct grammar, usage, and mechanics.
- **Length of paper:** 2–3 typed, double-spaced pages.
- **APA formatting:** Follow APA guidelines for style and formatting, as well as for citing your resources in the body of your paper and on the reference page.
- **Font and font size:** Times New Roman, 12 point.

SafeAssign Submission Requirements

You are required to submit a draft of your assignment to SafeAssign prior to submitting it for grading. Submit your work as a draft to check for any necessary edits. To learn about using SafeAssign, refer to the SafeAssign resources on Campus.

- Once the assignment is finalized and all edits have been made, submit the final version to your instructor for grading using the following file naming format: Your_Name_AssignmentNumber_Assignment_Title (example: Ima_Learner_u03a1_Policy_Description).
- Verify you have reviewed your SafeAssign draft report by providing the following comment in the assignment area: "I verify that I have reviewed the SafeAssign draft report for this assignment and this work meets academic honesty expectations."

Note: Your instructor may also use the Writing Feedback Tool to provide feedback on your writing. In the tool, click the linked resources for helpful writing information.

Portfolio Prompt: You are required to save this learning activity to your ePortfolio.

Course Resources

[The Answer's Not Blowing in the Wind Case Study | Transcript](#)

[The Answer's Not Blowing in the Wind Case Study \[PDF\]](#)

[Capella University Library](#)

[Capella Writing Center](#)

[APA Style and Format](#)

[APA Guide: The Title Page](#)

[SafeAssign](#)

[Writing Feedback Tool](#)

[ePortfolio](#)

u05d1 - Strategies of Influence

In Chapter 1, Libby (2011) states that lobbying can be a moral issue. Explain why it is a moral issue for educators to lobby. Provide specific examples from your own experiences of political decisions that you think hurt education instead of helping it.

Response Guidelines

Review the posts of your peers. Respond to at least one post by addressing the specific points made about the strategies that can be used to influence Congress. Try to respond to a post that has not had a response thus far. Compare your peers' ideas with your own and identify strengths and weaknesses in both.

Course Resources

Graduate Discussion Participation Scoring Guide

Unit 6 >> Policy Advocacy and Implementation

Introduction

In previous units, you learned about the importance of policies and the development process as well as the factors that impact this process. This unit discusses how to advocate for policy change and implementation at the school level, how leaders may alter or change policies to improve their schools, and courses of action for school leaders who oppose the implementation of a policy.

Learning Activities

u06s1 - Studies

Readings

Use your Libby text and complete the following:

- Read Chapter 5, "Ten Common Elements of Successful Advocacy Campaigns, Steps 1 to 3," pages 103–126.
- Read Chapter 6, "Ten Common Elements of Successful Advocacy Campaigns, Steps 4 to 7," pages 127–146.
- Read Chapter 7, "Ten Common Elements of Successful Advocacy Campaigns, Steps 8 to 10," pages 147–164.
- Read Chapter 8, "The 10 Steps in Action: A Case Study of the Strategy and Process," pages 165–204.

Assignment Preparation

The next component assignment of your course project will be due in Unit 7. If you have time this week, it is recommended that you take time now to read the assignment and begin to research and think about answers to the questions it poses, so that you will be able to maximize your achievement of the assignment objectives.

Note: You will need to finish a complete draft of the Unit 7 assignment and submit it to [SafeAssign](#) by Thursday of next week so you can post it for peer review in the second unit discussion.

u06d1 - Lobbying and Meeting Strategies

For this discussion, assume that because you have experience with lobbying, working with legislators, and a track record of successful policy making, you decide to become an educational policy-making consultant. Your newest client, Superintendent Robert Goodman, has just retained your expertise to help guide him through the political process on a new state policy he believes will help his school district. You have already had a series of meetings, and with your connections, you have even arranged a meeting between Superintendent Goodman and a state legislator.

With this critical event on the horizon, you want to arm Superintendent Goodman with effective strategies for successful lobbying and for meeting with a legislator and propose a strategic plan for him. You are also encouraged to incorporate applicable course readings and independent research to strengthen your strategic plan. Lastly, compose your plan as if you were addressing Superintendent Goodman directly.

Review the story in Chapter 8 in your Libby text about a group of students who worked to protect the rights of people with developmental disabilities; what do you feel were the most successful elements of their advocacy campaign? Select two or three of the elements, and describe how you would advise the superintendent on his campaign.

Response Guidelines

Choose one of your peer's posts that has not had a response thus far, and respond to their advice as if you were Superintendent Goodman, taking into account his interests. Then, after you have received comments to your strategic plan, respond to at least one of these commenters.

Course Resources

Graduate Discussion Participation Scoring Guide

u06d2 - Implementation of Elements of Advocacy Campaigns

In Chapter 5, Libby discusses ten common elements of successful advocacy campaigns. She states that people think the list seems easy to implement in process. In reality, it might be more difficult than it appears. Discuss the reasons it might or might not be difficult and how you as the superintendent could accomplish the steps necessary.

Response Guidelines

Respond to the posts of at least two other peers—try to choose those that have had fewest responses thus far. In your response, complete one of the following:

- Ask a probing question.
- Offer a suggestion.
- Elaborate on a particular point.
- Provide an alternative opinion.

Be sure to support your response with examples.

Course Resources

Graduate Discussion Participation Scoring Guide

Unit 7 >> Policy Effectiveness

Introduction

Evaluation is an important tool for all educators. Techniques are available to evaluate students, programs, schools, and school districts. Policies may also be evaluated, and the purpose of a policy evaluation is to determine whether the policy is effective. Given the importance of education policies, all educators should know how to use policy evaluation techniques. In this unit, you will have an opportunity to examine each of these points.

Learning Activities

u07s1 - Studies

Readings

Use your Fowler text to complete the following:

- Read Chapter 11, "Policy Evaluation: Determining If the Policy Works," pages 278–298. This chapter provides a history, characteristics, and the facilitation of policy evaluations.

Use the Capella Library to complete the following:

- Read Kilfoye's 2013 article, "[A Voice from the Past Calls for Classroom Technology](#)," from *Phi Delta Kappan*, volume 94, issue 7, pages 53–56.
- Read Stanulis, Cooper, Dear, Johnston, and Richard-Todd's 2016 article, "[Teacher-Led Reforms Have a Big Advantage—Teachers](#)," from *Phi Delta Kappan*, volume 97, issue 7, pages 53–57.

Read the letters on the AASA and NSBA Web site as models of the characteristics of effective messages that should be employed in the letter you will write in this unit's assignment:

- The School Superintendent Association's [Advocacy Toolkit](#).
- The [NSBA Grassroots Lobbying Guide for School Board Members](#).

u07a1 - Evaluation Report and Recommendations

Note: Finish a complete draft of this assignment by Thursday of this week so you can post it for peer review in the second unit discussion. Submit the draft to SafeAssign before posting it.

In this component of the course project, evaluate your selected policy using the guidelines Fowler provides in Chapter 11, page 282, of her text. Fowler lays out the steps of policy evaluation in Figure 11.1: Basic Steps in the Policy Evaluation Process.

Fowler recommends that policies should be implemented for at least one year before they are evaluated. For the purposes of this assignment, assume that the policy you are evaluating meets these criteria. Using Fowler's guidelines, prepare an evaluation report and recommendations section that includes the following:

1. Evaluation report based on the Fowler guidelines:
 - Determine the policy goals.
 - Select indicators.
 - Select or develop data collection instruments.
 - Collect data. **Note:** The timeframe of this course precludes thorough data collection; therefore, it is quite acceptable for the purposes of this assignment for you to form reasonable estimates of the salient data based on your best reckoning.
 - Analyze and summarize data.
2. Timeline itemized with specific activities to be completed.
3. Recommendations for improvement of policy, which should address at least one of the following:
 - Changes to meet requirements at the local, state, or federal levels.
 - Changes to balance the needs of the community and learners.
 - Changes that improve educational and social opportunities for the affected communities.
4. Recommendations of strategies for building coalitions of stakeholders and actors to support the policy change or changes.
5. Letter to your state legislator advocating your recommendations for changes to the policy. Your letter should reflect characteristics of effective messages, as found in the letters on the AASA and NSBA website that you read in the unit study.

You will also post your evaluation and recommendations to the second discussion activity for this unit by Thursday of this week, so you can read other learners' drafts, pose any questions or comments to those learners, and get feedback on your work.

Submission Requirements

- **Written communication:** Write coherently to support central ideas, with correct grammar, usage, and mechanics.

- **Length of paper:** 2–3 typed, double-spaced pages.
- **APA formatting:** Follow current APA guidelines for style and formatting, as well as for citing your resources in the body of your paper and on the Reference page.
- **Font and font size:** Times New Roman, 12 point.

SafeAssign Submission Requirements

You are required to submit a draft of your assignment to SafeAssign prior to submitting it for grading. Submit your work as a draft to check for any necessary edits. To learn about using SafeAssign, refer to the SafeAssign resources on Campus.

- Once the assignment is finalized and all edits have been made, submit the final version to your instructor for grading using the following file naming format: Your_Name_AssignmentNumber_Assignment_Title (example: Ima_Learner_u03a1_Policy_Description).
- Verify you have reviewed your SafeAssign draft report by providing the following comment in the assignment area: "I verify that I have reviewed the SafeAssign draft report for this assignment and this work meets academic honesty expectations."

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Course Resources

[Capella University Library](#)

[Capella Writing Center](#)

[APA Style and Format](#)

[SafeAssign](#)

[Writing Feedback Tool](#)

u07d1 - Requirements for School Reform

There has been an ongoing debate of school reform since John Dewey proposed it in the early 1900s (Kilfoye, 2013). Stanulis, et al. (2016) states, "Our experiences suggest that efforts to implement teacher-led reform rely on vision and knowledge from teacher leaders, trust and communication between teachers and teacher leaders, openness, and a sense of value from teachers considering the reform." Discuss if you agree or disagree with this statement. Be sure to provide a rationale for your choice.

References

Kilfoye, C. (2013). A voice from the past calls for classroom technology. *Phi Delta Kappan*, 94(7), 53–56.

Stanulis, R. N., Cooper, K. S., Dear, B., Johnston, A. M., & Richard-Todd, R. R. (2016). Teacher-led reforms have a big advantage—Teachers. *Phi Delta Kappan*, 97(7), 53–57.

Response Guidelines

Read the posts from other peers and respond to at least two by comparing their positions with your own—try to choose those that have had fewest responses thus far. Address similarities and differences and discuss their significance, supporting your assertions with appropriately cited references.

Course Resources

[Graduate Discussion Participation Scoring Guide](#)

[A Voice From the Past Calls for Classroom Technology](#)

[Teacher-Led Reforms Have a Big Advantage—Teachers](#)

[APA Style and Format](#)

u07d2 - Peer Review

By Thursday of this week, submit a draft of your Evaluation Report and Recommendations assignment to SafeAssign. Then, post the draft to this discussion for your peers to provide feedback. You can use this feedback to strengthen your paper.

Response Guidelines

Choose two peers to provide feedback to—try to choose those that have had fewest responses thus far. Provide a critique of the paper based on the guidelines. You are encouraged to add any other information, pose clarification questions, or to elaborate more on the evaluation and recommendations.

Course Resources

Graduate Discussion Participation Scoring Guide

[SafeAssign](#)

Unit 8 >> Education Policy: Past, Present, and Future

Introduction


This unit focuses on the history and the future of policy development. To understand what will happen to policy development in the future, you must understand its past. By examining past policy failures and successes, educators are better equipped to influence future policies.

Learning Activities

u08s1 - Studies



[Addressing the Dropout Problem in an Urban District Case Study](#)

 [Transcript](#)



[High School Dropouts in America](#)

 [Transcript](#)

Project Preparation

In the next unit of this course, the draft copy of your Policy Analysis paper will be due. Use some of your time this week to work on your Policy Analysis draft. Consult the course project description for more information. Please contact your instructor if you have additional questions or need more clarification about the project requirements and expectations.

A complete draft of your Policy Analysis paper will be due for peer review by Wednesday of Unit 9. After the peer review, your completed assignment will be due in Unit 10. To do your best on this assignment, take time this week to read the instructions and scoring guide so you understand what is required and it is strongly recommended that you complete at least half of this paper this week. For guidance in writing, it is recommended that you visit the

Capella Writing Center. Please contact your instructor if you have any questions or need more clarification about the project requirements or expectations.

Readings

Use your Fowler text to complete the following:

- Read Chapter 12, "Education Policy in the United States: Retrospective and Prospective," pages 300–328. This chapter discusses four theoretical frameworks and analyzes No Child Left Behind from the standpoint of educational policy.

Use the Internet to review information concerning the dropout rate on these Web sites:

- Read the EPE Research Center's article, "[National Graduation Rate Rebounds: 1.2 Million Students Still Fail to Earn Diplomas.](#)"
- Read National Center for Education Statistics's [Fast Facts: Dropout Rates](#).
- Read U.S. Department of Education's "[U.S. High School Graduation Rate Hits New Record High.](#)"

Multimedia

- Click **Addressing the Dropout Problem in an Urban District Case Study** to view the interactive multimedia. In this scenario, a superintendent must determine how to utilize best practices that will enhance student learning and develop a professional development program that also supports student learning.
- Click **High School Dropouts in America** to view a visual representation of the Alliance for Excellent Education fact sheet from your assigned readings.

Course Resources

Addressing the Dropout Problem in an Urban District Case Study

High School Dropouts in America

u08d1 - Dropout Rates in American High Schools

Think of your first day when you attended your high school. Think of sitting in the auditorium as a freshman and listening to your principal say: "A significant number of you will not graduate high school in four years." How would that statement affect you?

Discuss your reaction to the information concerning dropout rates in this unit's studies. Do not hesitate to draw from personal experience in your discussion.

Response Guidelines

Read the other posts and respond to at least two of your peers—try to choose posts that have had fewest responses thus far. Add to their ideas with elaborations and examples of your own. Again, be sure to support your assertions with evidence from your readings.

Course Resources

Graduate Discussion Participation Scoring Guide

[Addressing the Dropout Problem in an Urban District Case Study | Transcript](#)

[Fast Facts: Dropout Rates](#)

[High School Dropouts in America | Transcript](#)

[National Graduation Rate Rebounds: 1.2 Million Students Still Fail to Earn Diplomas](#)

[U.S. High School Graduation Rate Hits New Record High](#)

u08d2 - Improving Dropout Rates in Your District

Discuss a policy you feel would decrease the dropout rate in your school district. Prepare to present your policy ideas as a superintendent at the board meeting by writing the policy and presenting it to the board members and others attending the meeting.

Response Guidelines

Read the other posts and respond to at least two of your peers—try to choose posts that have had fewest responses thus far. Add to your peers' ideas with elaborations and examples of your own. Again, be sure to support your assertions with evidence from your readings.

Course Resources

[Graduate Discussion Participation Scoring Guide](#)

[Addressing the Dropout Problem in an Urban District Case Study | Transcript](#)

[Fast Facts: Dropout Rates](#)

[High School Dropouts in America | Transcript](#)

[National Graduation Rate Rebounds: 1.2 Million Students Still Fail to Earn Diplomas](#)

[U.S. High School Graduation Rate Hits New Record High](#)

Unit 9 >> Policy and Diversity in our Schools

Introduction


Schools are finding it increasingly difficult to have the knowledge, skills, and dispositions needed to work successfully with diverse students, their families, and other professionals who differ in ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area. Educators and other stakeholders must increase professional development and diversify pre-service programs to understand the multiple cultures within a district, school, and classroom. This unit helps learners understand those differences.

Learning Activities

u09s1 - Studies



[What Is Diversity?](#)

 [Transcript](#)

Note: By Wednesday of this week, you should submit a complete draft of your Policy Analysis assignment to the second discussion in this unit for review by at least one of your peers.

Readings

Use your Fowler text to complete the following:

- Read pages 10–11 and pages 59–60.

Use the Capella University Library to complete the following:

- Read Bracey's 2009 article, "[Our Resegregated School](#)," from *Phi Delta Kappan*, volume 90, issue 9, pages 691–692.
- Review Atkinson and Geiser's 2009 article, "[Reflections on a Century of College Admissions Tests](#)," from *Educational Researcher*, volume 38, issue 9, pages 665–678.
- Read Robinson and Clardy's 2011 article, "[It Ain't What You Say, It's How You Say It: Linguistic and Cultural Diversity in the Classroom](#)," from *Journal of Cultural Diversity*, volume 18, issue 3, pages 101–110.
- Read Jefferies's 2014 article, "[Fear of Deportation in High School: Implications for Breaking the Circle of Silence Surrounding Migration Status](#)," from *Journal of Latinos & Education*, volume 13, issue 4, pages 278–295.
- Read New and Merry 2014 article, "[Is Diversity Necessary for Educational Justice?](#)" from *Educational Theory*, volume 64, issue 3, pages 205–225.

Use the Internet to complete the following:

- Review the EPE Research Center's article, "[National Graduation Rate Rebounds: 1.2 Million Students Still Fail to Earn Diplomas](#)."

Multimedia

- Click **What Is Diversity?** to view the interactive media on diversity. Take a few minutes to review the definitions that are associated with diversity.

Course Resources

What Is Diversity?

u09d1 - Diversity in our Schools

In Robinson and Clardy's 2011 article, the following question is asked: "How do teacher education programs respond to the growing diversity in our schools and what can teacher education programs do to accommodate this ever growing diversity?" As a superintendent, what strategies might you utilize to ensure your new teachers are able to adopt to meet the growing diversity in our schools?

Response Guidelines

Respond to at least two other peers—try to choose posts that have had fewest responses thus far. Direct at least one response toward someone who selected a strategy that you did not. Use these guidelines to help you create your responses:

- How did their post influence your thinking?
- Compare and contrast your posts.
- How did their posts aid in your understanding of the Robinson article?

Course Resources

Graduate Discussion Participation Scoring Guide

[It Ain't What You Say, It's How You Say It: Linguistic and Cultural Diversity in the Classroom](#)

[What Is Diversity?](#) | [Transcript](#)

u09d2 - Peer Review of Policy Analysis Draft

By Wednesday of this week, submit a complete draft of your Policy Analysis assignment to this discussion for review by at least one of your peers. In addition, your instructor may review it and provide comments. Even though this will not be the final draft, it should be as close to its final form as possible. (Submit your draft to SafeAssign before posting it.) Refer to the Policy Analysis Scoring Guide for help with your evaluation.

Peer review provides an opportunity for you to get a different perspective on your writing to help you revise and finalize your Policy Analysis paper prior to submission in Unit 10.

- Find a partner to exchange projects or papers.
- Provide the current draft of your project or research paper.
- Read the Guidelines for Effective Peer Review.
- Evaluate your partner's paper based on the guidelines and the final scoring rubric at the end of the Policy Analysis course project description.
- You may use track changes in Microsoft Word and a separate document to complete your review.

Response Guidelines

Review the peer-review comments from your peers. If there are any comments or suggestions that are not clear to you, seek clarification so that you can determine if the feedback or suggestion merits implementation into your final version.

Course Resources

Graduate Discussion Participation Scoring Guide

[SafeAssign](#)

[Guidelines for Effective Peer Review \[PDF\]](#)

Unit 10 >> Course Project and Course Reflection

Introduction

In this unit, you will reflect on your experiences in this course and post your reflections in the discussion area. You will also submit the completed version of your course project.

Learning Activities

u10s1 - Thinking Ahead

External Assessment Requirements

The P–12 Leadership Programs have two types of external assessment requirements. The P12 Leadership Program includes:

- Leadership in Educational Administration (MS, EdS, and PhD).
- Special Education Leadership (PhD).

External Assessment for the Quality of Candidate Preparedness

The first external assessment is mandated as a program requirement. This assessment is not connected to you applying for certification in your state to be an administrator (principal, superintendent, special education director, curriculum director, et cetera). This assessment is a program component for all learners regardless of the state requirements in which they are seeking certification/licensure. This program requirement is in place because the Leadership in Educational Administration and the Special Education Leadership specialization are a part of the **Educator Preparation Provider (EPP)** that has received national recognition and accreditation through **CAEP**. Part of the accreditation requirement includes providing candidate performance data.

External assessments have been chosen through the Educational Testing Service (ETS) to ensure that candidates are able to complete the computer-based assessment. These assessments are aligned with ELCC and CEC, and have been selected to provide performance data about how prepared learners are in each program. This data will be reported and used to assess the quality of the programs. It is important for learners to be aware that they

must complete the appropriate assessment by the end of their second internship. Learners will submit their score reports in the second internship course as a course requirement.

Below are the external assessments that learners will need to complete as a program requirement:

Leadership in Educational Administration (LEA)-MS, EdS, and PhD

School Leadership Emphasis: Principal

All Learners

- Beginning July 2016, LEA learners in the School Leadership Emphasis are required to take the Praxis II Series: Educational Leadership: Administration and Supervision that is administered through ETS and submit their score reports to successfully complete the program. In order to be recommended for licensure, learners must successfully pass the Praxis II Series: Educational Leadership: Administration and Supervision with a score of 145 or above.
- LEA learners in the School Leadership Emphasis who enrolled *under an earlier catalog* must take the School Leaders Licensure Assessment (SLLA) that is administered through ETS and submit the score report to successfully complete the program. To be recommended for licensure, they must pass the exam with a minimum of 163.
- Update:** Because of the change in the licensure exam in the July 2016 catalog, LEA learners in the School Leadership Emphasis, who enrolled under an earlier catalog, can substitute the Praxis II Series: Educational Leadership: Administration and Supervision for the SLLA, if desired. If this option is chosen, learners must take the Praxis II Series: Educational Leadership: Administration and Supervision and submit the score report to successfully complete the program and pass the exam with a score of 145 or above to be recommended for licensure.
- Learners can visit [ETS](#) to learn more about the exams. Learners are responsible for any costs associated with this assessment.

District Leadership Emphasis: Superintendent

All Learners

- Beginning July 2016, LEA learners in the District Leadership Emphasis are required to take the Praxis II Series Educational Leadership: Administration and Supervision that is administered through ETS and submit their score reports to successfully complete the program. In order to be recommended for licensure, learners must successfully pass the Praxis II Series Educational Leadership: Administration and Supervision with a score of 145 or above.
- LEA learners in the District Leadership Emphasis who enrolled under an earlier catalog must take the School Superintendent Assessment (SSA) that is administered through ETS and submit the score report to successfully complete the program. To be recommended for licensure they must pass the exam with a minimum of 160.
- Update:** Because of the change in the licensure exam in the July 2016 catalog, LEA learners in the District Leadership Emphasis, who enrolled under an earlier catalog, can substitute the Praxis II Series: Educational Leadership: Administration and Supervision for the SSA, if desired. If this option is chosen, learners must take the Praxis II Series: Educational Leadership: Administration and Supervision and submit the score report to successfully complete the program and pass the exam with a score of 145 or above to be recommended for licensure.
- Learners can visit [ETS](#) to learn more about the exams. Learners are responsible for any costs associated with this assessment.

Curriculum and Instruction (C&I)-EdS and PhD

Beginning July 2016, learners in the Curriculum and Instruction program do not have a licensure exam requirement.

- Special Education Leadership:** Learners in the Special Education Leadership (PhD) specialization are required to take the Praxis II Series Educational Leadership: Administration and Supervision and submit the score report to successfully complete the program. In order to be recommended for licensure, learners must successfully pass the Praxis II Series Educational Leadership: Administration and Supervision with a score of 145 or above. Learners can visit [ETS](#) to learn more about the exams. Learners are responsible for any costs associated with this assessment.
- Notes:** It is important to note that learners are not allowed to substitute an alternate external assessment based on state licensure or certification requirements that are taken as a program requirement. The example below provides a scenario that demonstrates what this means.
 - Example:* Learners who reside in the state of Texas are required to complete the Principal TExES assessment to become certified as a principal. Learners cannot use the score on the Principal TExES assessment in place of the program external assessment, Praxis II Series: Educational Leadership: Administration and Supervision. In this scenario, the learner would need to do two things:
 - Complete the program external assessment and submit the Praxis II Series Educational Leadership: Administration and Supervision scores.
 - Complete the Principal TExES assessment and report the scores to the appropriate certification office along with any other state requirements for licensure as a principal. In this scenario, the learner would be required to complete two different external assessments to meet both the program requirement and the licensure/certification requirement for the learner's state.

While taking these external assessments are program requirements, there are numerous states that also require learners interested in pursuing certification/licensure in the state to complete an appropriate assessment aligned to the certification/licensure being pursued. If you are in a state that

requires you to complete one of the assessments above for licensure/certification, you can use the scores to report to your state. However, you will need to check with the state to determine its passing rate. The example below provides a scenario that demonstrates what this means.

- **Example:** Learners in the state of South Carolina are required to complete the Praxis II Series Educational Leadership: Administration and Supervision assessment to become an administrator. Since this assessment is also a program requirement for the LEA program (school and district emphases), learners could choose to submit their score reports as follows:
 - Complete the Praxis II Series Educational Leadership: Administration and Supervision and submit the score report to Capella. Identify the state agency when registering for the Praxis II Series Educational Leadership: Administration and Supervision. The score report will automatically be sent to the state department of education noted during the registration process.

In this example, the score report is being used to satisfy two different requirements. However, it is important for learners to be aware of the pass rate for the state as it may differ from the program requirement.

While the assessment will not be completed until the internship experience toward the end of your program, learners are encouraged to become familiar with the assessments and the specifics around registering for them on the [ETS](#) site at least two quarters prior to beginning the clinical application process.

External Assessment for State Approval

The **second** external assessment requirement is based on state approval and is mandated for the Leadership in Educational Administration (LEA) program. The LEA program has state approval in three states: Arizona, Georgia, and Minnesota. Because the LEA programs (MS, EdS, and PhD) are approved in these states, candidates are required to complete the required state assessment if they wish to pursue licensure as a principal or superintendent in the state. Below are the assessments associated with the three state approvals:

Minnesota

- The state of Minnesota does not have a state licensure/certification requirement. As such, candidates in the LEA (EdS and PhD) and SEL programs are not required to complete an assessment to be licensed as a principal, superintendent, or special education director in Minnesota.

Georgia

- *Georgia Assessment of the Certification of Educators (GACE) Educational Leadership Assessment:*
§ The Georgia Professional Standards Commission requires Georgia learners who are currently enrolled in an approved performance-based educational leadership program to attempt the GACE Educational Leadership exam prior to program completion and pass the exam for certification. Georgia learners will be granted permission to take the exam when they begin the internship. Georgia learners can attempt the GACE Educational Leadership Assessment in either ED7901 or ED7902. Learners are responsible for any costs associated with this assessment.
- *Georgia Ethics for Educational Leadership Assessment:*
§ The GaPSC now has two Georgia Ethics for Educational Leadership Assessments: Program Entry (Test 370) and Program Exit (Test 380): Georgia learners who were enrolled in an approved performance-based educational leadership program in 2015 or earlier are not required to complete the Program Entry (Test 370) . However, we strongly encourage Georgia learners to do so. This assessment is a great way to assess how you would handle various situations, which is critical to strengthening your decision-making skills. Georgia candidates who are enrolled in a performance-based educational leadership program on or after July 1, 2016 are required to *attempt* the Program Exit (Test 380) *prior to program completion* and pass the exam for certification in the field of educational leadership. Learners are responsible for any costs associated with this assessment.

Candidate Pursuing Licensure in Arizona

- The Arizona Department of Education requires learners in the Leadership in Educational Administration (MS and PhD) who are pursuing licensure in Arizona to take and pass the following assessments to be recommended for licensure in Arizona: Principal Emphasis: Arizona Educator Proficiency Assessment (two Principal sub-sets) and Superintendent Emphasis: Arizona Educator Proficiency Assessment (Superintendent). Learners must take and submit the assessment scores to the university to be recommended for licensure in the state of Arizona. Learners are responsible for any costs associated with this assessment.

Clinical Experience: Thinking Ahead

Learners who are enrolled in the following P–12 Leadership Programs are required to complete a clinical experience to successfully complete their program:

- Leadership in Educational Administration (MS, EdS, and PhD).
- Curriculum and Instruction (EdS and PhD).
- Special Education Leadership (PhD).

You are encouraged to begin planning for the clinical experience now. Note that you will need to have a licensed/certified, practicing principal, superintendent, special education director, and curriculum director to serve as your site supervisor during the two quarter internship. The site supervisor must be licensed and working in the position. It is important for learners who are pursuing the principalship to understand that an assistant principal **cannot** serve as the primary site supervisor; that role must be held by the principal of the school.

At least two quarters prior to your planned internship you should be prepared to submit your [clinical application](#). If you have any trouble with the clinical application, please contact the Clinical Experience Office at soeclinicalexperience@capella.edu.

u10a1 - Policy Analysis

In this unit, you will submit your policy analysis project. Throughout the course, you were challenged with learning activities asking you to evaluate how policies influence educational leaders, analyze how all educational policies are value-laden, and examine the policy-making process on a variety of levels. The course project brings together your knowledge and comprehension of the politics of policy making in the arena of educational policies. Successful completion of this project will also mark your achievement of the course competencies by being able to apply theory to the educational issue or problem.

Be sure to include the following elements and incorporate feedback you have received on your earlier draft:

- **Title Page**
 - Include pertinent identifying information including your name, the date, name of project, course number and name, and instructor name.
- **Abstract**
 - This will typically be done once the final project has been completed. Review the abstract portion of the APA Guide to see what is included in this section and the maximum word count.
- **Table of Contents**
- **Introduction**
 - Set the stage for your policy analysis by providing a brief and concise introduction. The goal is to provide the reader with an understanding of what will be examined in the paper. Do not include material from the background in this section.
- **Background**
 - Describe the particular school board policy.
 - Identify factors that may have influenced adoption of the policy, including any or all of the following as they are relevant:
 - Presumptive goals and rationale of the policy.
 - Governance theories or models.
 - Regulations or laws.
 - Actors that influenced adoption and estimations of their reasons for interest.
 - Political issues or ideology.
 - Underlying values or cultural factors.
 - Historical and contextual factors, including origins, processes of adoption, implementation and evolution of the policy.
 - Evaluate how the policy has been implemented in your school and district.
 - Explain how the policy affects the educational leaders in terms of factors such as economy, culture, diversity, and ethics.
 - Include a summary of the interview you conducted with a superintendent or administrator and relate it to your policy analysis.
- **Policy Evaluation Report and Recommendations**
 - Prepare an evaluation report using the Fowler process. Refer to page 281 of your Fowler text.
 - Include description and evaluation of indicators of how the policy influences educational governance, school district environments and learner achievement.
 - Make policy recommendations and explain how they improve outcomes for learners and the community while meeting local, state, and federal guidelines.
 - Explain the advocacy and coalition-building efforts you will use to ensure successful implementation of your policy recommendations.
- **Conclusion**
 - Summarize and highlight the major points of your paper succinctly.
 - Include a personal reflection on the process, implementation, and improvement of the policy.
- **References**
 - You should have a reference list that aligns with the citations that have been included in the paper.
- **Appendix**
 - Revise the advocacy letter you developed for the Unit 7 assignment in light of the feedback you received on it, and include it in this section.
- **Tables**, as needed.

Submission Requirements

- **Written communication:** Write coherently to support central ideas, with correct grammar, usage, and mechanics.

- **APA formatting:** Follow current APA guidelines for style and formatting, as well as for citing your resources in the body of your paper and on the reference page.
- **Length of paper:** A total of 20–25 typed, double-spaced pages.
- **Font and font size:** Times New Roman, 12 point.

SafeAssign Submission Requirements

You are required to submit a draft of your assignment to SafeAssign prior to submitting it for grading. Submit your work as a draft to check for any necessary edits. To learn about using SafeAssign, refer to the SafeAssign resources on Campus.

- Once the assignment is finalized and all edits have been made, submit the final version to your instructor for grading using the following file naming format: Your_Name_AssignmentNumber_Assignment_Title (example: Ima_Learner_u03a1_Policy_Description).
- Verify you have reviewed your SafeAssign draft report by providing the following comment in the assignment area: "I verify that I have reviewed the SafeAssign draft report for this assignment and this work meets academic honesty expectations."

Note: Your instructor may also use the Writing Feedback Tool to provide feedback on your writing. In the tool, click the linked resources for helpful writing information.

Portfolio Prompt: You are required to save this learning activity to your ePortfolio.

Course Resources

[Capella University Library](#)

[Capella Writing Center](#)

[APA Guide](#)

[APA Style and Format](#)

[SafeAssign](#)

[Writing Feedback Tool](#)

[ePortfolio](#)

u10a2 - ePortfolio Check

The assignments from this course document your progress in meeting the Capella Specialization Outcomes and the ELCC

The assignments from this course document your progress in meeting the Capella Specialization Outcomes and the ELCC standards that are the foundation of your program. In this assignment, you are required to add your completed Policy Analysis project to your ePortfolio. Addition of other activities from this course to your ePortfolio is optional.

You will upload the Policy Analysis assignment to the category for Outcome #4. If you need information regarding how to upload your assignment to your ePortfolio, use the link to the ePortfolio tutorials, located in the Resources.

Paste the link to your ePortfolio in the **WRITE SUBMISSION** text box in the assignment submission area.

Portfolio Prompt: You are required to save your course project to your ePortfolio.

Course Resources

[Online e-Portfolio Guidelines \[PDF\]](#)

[ePortfolio](#)

u10d1 - Course Reflection

Post your answers to the following questions in the discussion area:

1. What were the three most significant areas of learning for you in this course?
2. Share at least one question that the course has generated that you would like to investigate further.
3. How has your view of the course topic changed based on the course readings and interaction with other learners and the instructor?
4. In what ways have you translated the concepts and skills learned in this course to practical, everyday, useful ideas?

If you would like to communicate privately with the instructor, do so via email.

Response Guidelines

You are not required to respond to others; however, we do encourage you to at least read the posts of your peers. If your peers have posted certain questions or comments that you feel you can offer insights on, or is of particular interest to you, please take the time to respond so that the spirit of learning and peer support can be continuously fostered.

Course Resources

Graduate Discussion Participation Scoring Guide